

Arizona Mathematics Standard Performance Level Descriptors Grade 3

Exceeds the Standard – Students who score in this level illustrate a superior academic performance as evidenced by achievement that is substantially beyond the goal for all students. Students who perform at this level demonstrate the ability to classify numbers as odd or even, compare units of linear measurement, and organize information to solve word problems. They can identify and apply rules for patterns and functions, analyze change in variables, and use logical reasoning to draw conclusions.

Meets the Standard – Students who score in this level demonstrate a solid academic performance on subject matter as reflected by the math standard. Students who perform at this level are able to compare and order decimals, locate points on coordinate grids, and determine the equivalency among fractions, decimals, and percents. They can use a variety of estimation strategies, perform mental calculations, predict outcomes of probability experiments, and differentiate between needed and unneeded information to solve problems.

Approaches the Standard – Students who score in this level show partial understanding of the knowledge and application of the skills that are fundamental for proficient work. Students who perform at this level show some understanding of the math standard’s concepts and procedures by adding whole numbers, recalling basic multiplication and division facts, and solving numerical equations and one-step word problems. Some gaps in knowledge and skills are evident and may require additional instruction and remediation in order to achieve a satisfactory level of understanding.

Falls Far Below the Standard – Students who score in this level may have significant gaps and limited knowledge and skills that are necessary to satisfactorily meet the state’s math standard. Students will usually require a considerable amount of additional instruction and remediation in order to achieve a satisfactory level of understanding.

Students at the “Exceeds the Standard” level generally know the skills required at the “Meets” and “Approaches” levels and are able to:	Students at the “Meets the Standard” level generally know the skills required at the “Approaches” level and are able to:	Students at the “Approaches the Standard” level generally know and are able to:
<ul style="list-style-type: none"> Identify factors and multiples of whole numbers. Classify numbers as odd or even. Determine the least number of different colors to be used on simple maps (vertex-edge graphs). Find all possible combinations of simple sets of items. Analyze change in variables. Identify and apply rules for patterns and functions. Determine elapsed time using calendars. Identify and compare units of linear measurement. Read thermometers. Use logical reasoning to draw conclusions. Organize information to solve word problems. 	<ul style="list-style-type: none"> Compare and order decimals. Use a variety of estimation strategies to solve problems. Determine equivalency among fractions, decimals, and percents. Predict outcomes of simple probability experiments. Locate points in the first quadrant of coordinate grids. Identify rotated shapes. Identify similar shapes. Differentiate between necessary and unnecessary information to solve problems. 	<ul style="list-style-type: none"> Read, write, identify, and represent simple whole numbers using models and symbols. Recall basic multiplication and division facts. Add simple sets of whole numbers. Compare and order whole numbers. Solve simple one-step word problems. Count money. Estimate length and weight (U.S. customary). Interpret data from simple graphs and displays. Complete and extend numerical and geometric patterns. Solve simple numerical equations. Identify lines of symmetry in shapes and pictures. Find area of rectangular arrays. Identify 2-dimensional shapes and 2-dimensional views of simple 3-dimensional shapes. Tell time to the minute.

These descriptors do not include all the skills and knowledge as contained in the Math Standard.

